

# CHAPTER ONE

## INTRODUCTION

### 1.0 Background of the Study

The English language is one of the most popular languages, perhaps the most important language all over the world. Many people choose to learn English language to get better positions in their work or communicate more effectively with more people as stated by Morozova(2013) people need to learn language to get some information from different sources such as science, technology, society, education and so on, most of the knowledge is written in English language.

In Sudan, English language is taught as foreign language in both Universities and Schools, but at the Basic Schools pupils need a number of skills which will help them to learn English language easily without any difficulties. But, unfortunately some teachers concentrate on reading and writing skill and neglect speaking skill which is the most important one. In order to improve speaking skill, teachers of English language can use different attractive things such as colorful pictures about the animal's farm which can draw the pupils' attention to talk about them.

The pupils themselves can work together in groups or in pairs to dialogue which in turn can develop the pupils' abilities for learning speaking skill, but most English language teachers at the Basic Schools often use grammar-translation method when they teach English language, but this method neither develops speaking skill nor promotes the pupils abilities to communicate orally.

Teachers of English language have to be patient, creative and facilitators in order to achieve their goal in teaching speaking skill by using some techniques which suit the pupils' needs. But in many Schools there are some unspecialized teachers of English language who are not graduated of Colleges of education do not know

anything about teaching English language and cannot help their pupils to improve their speaking skill.

### **1.1 Statement of the Study Problem**

This study endeavors to investigate the effective techniques adopted by teachers of English at the Basic School to improve oral communication in English language. It is believed that the Basic Schools' syllabus does not sufficiently cover the area of speaking skill. The reasons for pupils' poor performance in speaking can be attributed to teachers of English language and other factors such as:

- The Pupils feel shy to speak English, because they are afraid to make mistake.
- They are frightened of being criticized by teachers and others.

### **1.2 Questions of the Study**

This study tries to provide answer to the following questions:

- 1- To what extent teachers of English are aware to use effective techniques to improve speaking skill at the Basic School?
- 2- To What extent does the Basic Schools' syllabus cover the area of teaching speaking skill?
- 3- What are reasons behind pupil's poor performance in speaking skill?

### **1.3 Hypotheses of the Study**

This study sets out to test the following hypotheses:

- 1- Teachers of English language at Basic Schools are unaware of using effective techniques to improve speaking skill.
- 2 Basic Schools' syllabus does not sufficiently cover an area of speaking skill.
- 3-The reasons for pupil's poor performance in speaking skill can be related to teachers of English language at the Basic Schools.

## **1.4 Objectives of the study**

The Present study aims to:

- 1-Explain effective techniques which help teachers to develop pupils' abilities in speaking skill which solve their problems in learning English language.
- 2-To examine whether the Basic Schools' syllabus cover the area of speaking skill.
- 3-To find out the reasons behind pupils' poor performance in speaking skill.

## **1.5 Significance of the Study**

This study is significant to syllabus designers, because it contributes positively in syllabus assessment.

This study encourages the teachers to be creative, sharp observers and facilitators in order to enhance teaching of speaking skill by using effective techniques.

It will help to improve the pupils' abilities in learning speaking skill.

## **1.6 Methodology of the Study**

The researcher will use descriptive analytical method and will design a questionnaire to collect data.

## **1.7 Limits of the Study**

This study is limited of exploring English teaching techniques for developing Students' speaking skill at the Basic School Level. This study has been conducted in the academic year 2017-2018.

## **CHAPTER TWO**

### **LITERATURE REVIEW AND PREVIOUS STUDIES**

#### **2.0 Introduction**

This chapter consists of two parts: part one focuses on the review of the literature relevant to the research topic such as a concept of the speaking skill, definition of speaking skill, the importance of the speaking skill, the teachers' roles and their definitions and techniques for teaching speaking skill, while part two discusses the previous studies relevant to the research topic.

#### **2.1 overview of the Speaking Skill**

Speaking is an interactive process of constructing meaning that involves producing, receiving and processing information. Burns and Joyce, (1997) state that form and meaning are dependent on the context which includes the participants, experience, physical environment and the purposes for speaking.

#### **2.2 Definition of Speaking Skill**

Tarigan (1999:3-4) defines that speaking is a language skill that is developing child life which can be produced by listening skill and at that period speaking skill is learned. Based on competence and curriculum speaking is one of the basic competence that pupils should gain well, it has an important role in communication. Speaking is a productive skill and could not be separated from listening skill and occupies an important place in foreign language teaching and learning as argued by Nunan (1989:39).

#### **2.3. Importance of Speaking Skill (in general)**

For many people the ability of speaking English language is important, for that we sometimes ask the question do you speak English to foreign language learners,



rather than asking them do you write in English? The question shows the importance of speaking skill, because mastering this skill means mastering other skills. Asur(1999 :12) by speaking skill pupils can improve their vocabulary and grammar .In addition EFL learners can express themselves, argue, give opinions, ask questions and other functions of language.

In order for experience to play productive role, it is necessary to examine such experience systematically. The teacher who has a good experience can create plan of activates that draw the objective, the techniques, methods and the evaluation of the outcomes. Also the plan will make teaching easy, efficient, and productive and save time and effort. Lesson plan need a well-qualified teacher to carry it out properly, to be well qualified teacher must follow these features:

He must set up clear instructions. His lesson plan, materials, activities, and techniques must be well organized. His monitoring over the pupils should be effective. He must provide his pupils clear explanation, makes sure that the pupils pay their attention and understand well the lesson, always his support is given to the pupils. Continuously deals with constructive feedback. Set up collaborative work effectively, presentation skills are properly obtained. Creates maximum ranges of interactions must be motivating for pupils and appeals to different learning styles. On the other hand there are many roles a teacher plays while teaching.

## **2.4TheTeachers’Roles in Teaching Speaking Skill (to the pupils)**

### **2.4.1 The Teacher has to be as the fallowing**

**Assessor:** who evaluates pupils understanding when they practice to speak.

**Diagnostician:**identify strengths and weaknesses of learners in English language.

**Disciplinarian:** ensure that rules are respected, behavior is acceptable and order maintained.

**Facilitator:** ensure that the activities run smoothly; use techniques to enable effective participation helps pupils to speak well.

**Guider:** gives advice and show how to do the activities

**Provider:** provides information, knowledge and skills to create effective learning and developing in speaking skill.

**Material developer:** create activities, games to make the learning speaking process more motivating and effective.

**Mentor:** empathize with and counsel pupils; help them to find answers to problems or difficulties; give advice to assist development.

**Organizer:** manage the pace, that is, make decisions on seating arrangements , class dynamic, how the activities will be carried out, what equipment will be used

**Problem solver:** responding to problems as they arise, for example, break down of equipment, behavioral issues.

**Role model:** example of best practice, standards of excellence, high-quality input.

**Planner:** prepares procedures, materials and activities needed in speaking skill.

### **2.4.2 Role of the lesson plan in teaching Speaking Skill**

1- Helps the teachers to think through what learners will achieve in the lesson.

2-Provides framework for organizing idea, methodology, Material etc.

3-Helps teachers to know where they are going to get pupils need.

4-Helps to make the lesson coherent.

5-Helps to identify any problems or difficulties which may arise during the lesson.

6-Helps to adapt different classes.

7-Helps to identify the kind of activities and materials to include achieving aims.

8- Developmental- a learning document for teachers to reflect on after the lesson.

9- Plan can link the lesson explicitly to syllabus objectives.

10-Avoids over-domination of course books.

## **2.5 Managing Teaching of Speaking Skill**

Managing teaching is a concept that deals with how teachers help pupils obtain effective learning strategies and techniques. Most important job as the teacher perhaps to create the condition which learning can take place. The skills of creating and managing a successful class may be the key to whole success of the teaching and organize teacher's relationship with pupils.

### **2.5.1 The Classroom Management in Teaching Speaking Skill**

The pupils should learn and gain knowledge on certain topics in a calm environment. The teachers can use the various techniques to prevent disruptive behavior in classroom as well as the methods used to motivate pupils. (Musaad,2017)

### **2.5.2 Most Common Classroom Management in Teaching Speaking Skill**

#### **A. Activities**

Setting activities, giving instructions, monitoring activities, timing activities (the class as the whole).bring activities to the end.

#### **B. Group and seating**

- Forming group (singles, pairs, group, mingles, plenary, arrange and rearranging seating).
- Decide where teacher stands or sits
- Reforming class as whole group after activities.

#### **C. Authority**

- Gathering and holding attention.
- Deciding who does (starts the activity or answers the questions ...etc.)

## **D. Critical moment**

### **Starting the lesson by:**

- Using the board and other classroom equipment or aids.
- Using gestures to help clarify instruction.
- Using intuition to gauge what the pupils are feeling.
- Eliciting honest feedback from the pupils.
- Using interesting techniques.
- Dealing with listening to learners.
- Finishing the lesson.

### **2.5.3 Classroom Interaction**

- Some ideas for maximizing the pupils' interaction in the classroom.
- Encourage relaxed learning environment.
- Give positive support to the learners.
- Allow time for pupils to listen, think, process their answer and speak.
- Increase opportunities for practicing oral activity
- Use the gestures to replace unnecessary teacher talk.

If possible ,arrange seating, so that pupils can see each other and talk to each other ( i.e. circle, squares rather than parallel rows)it's difficult to sit for long time, it's worth including activities that involve some movement even if gives the pupils to stretch their legs.

### **2.5.4 Monitoring**

When the learners are doing what they are supposed to, the teacher is wandering around to check their work, this is call monitoring to check the mechanics.

In many activities, the prime aim for learners to get a chance to speak fluently and trying without too much interference and correction. The teacher assists whenever

they hit a problem, but might be more useful for them to struggle little and learn to do their activities.

### **2.5.5 Monitor Discreetly**

Discreet monitor means the teacher follows what is going on around and his aim to watch and listen to pupils if they need to help or they get in trouble ,but doesn't offer his help or interfere and let them to do their activities by themselves

Using their own resources as much as possible. This kind of monitor is good for acting some popular people like **Nelson Mandala, Mohammed AL Mahdi and Ibn Battuta**....etc. in Spine three(p54)

#### **A. Vanish**

That means the teacher watches the pupils without interfere in their activities, the best way for the teacher to go into the corner of the classroom to see what they are doing or saying quietly.

#### **B. Monitor actively**

It means the teacher who actively monitoring will be walking around ,viewing and listening to many different groups and frequently gives advice and corrections as well as responding to requests and questions from the pupils , this way will be useful when the pupils are playing games, or make dialogue.

#### **C. Participate**

Here, the teacher may join a group and take apart as if one of the group and offering idea helping with questions or join in discussions when they finish their work ,this is way will be more attractive to the learners because the teacher share them in their activities specially acting playing or singing together.(Musaad,2017)

## **2.5.6 Feedback effects**

Techniques will be used to help the learners to communicate well. There are some techniques: One of the teacher roles to progress in learning language skills, especially speaking skill. There are two kinds of feedbacks, negative feedback and positive feedback. (Rayan .H.2017)

### **❖ Positive Feedback in Speaking Skill**

The teacher have to make learners to feel good and confidence about their development in speaking skill, encourage them to try again ,guides improvement ,facilitates development. Example: well-done, good idea, good try again, don't worry, sorry I didn't explain clearly lets' try again thank you.

### **❖ Negative Feedback in Speaking Skill**

Causes demotivation, damages confidence, impedes progress, creates negative feeling for learners, and creates frustration. Example:

No, that's not right, you need to improve, you don't speak enough, and you should pay more attention .the teacher who knows what is the pupils need or what is necessary thing for them and what is the best for improving their speaking skill.

## **2.6 The Best Techniques for Teaching Speaking Skill**

### **2.6.1 Direct Approach**

This approach attempts to integrate more use of the target language instruction.

- The mother tongue is NEVER used and there is no translation.
- Lesson begins with a dialogue using a modern conversation in the target language.
- Material is first presented orally with action or pictures.
- Grammar is taught inductively, rules are generalized from the practice and experience with the target language.
- The learners will read the literature for understanding language and pleasure.

- Culture is considered an important aspect of learning the language.(China 1999)

### **Techniques in Direct Approach**

Example in Spine three: lesson7 (p135)

The teacher can bring pictures of **Bedouin** (who lives in rural area), donkey and shoe - maker his name is **Hunein**.Teacher shows the pictures to the learners than can tell them the story of **Huneins'pair of shoes**. To make the lesson more enjoyable one of the pupils can play a role of Bedouin and other pupil can be Hunein. The teacher can ask the questions to make sure that the learners understand the story well. This is good way to avoid using mother tongue in teaching English language

### **2.6.2The Audio- lingual Method**

This method is based on the principles of behavior psychology .It adapted many of the principles and procedures of the direct method.

- It is based on the principle that language learning is habit formation.
- Skills are sequenced: listening, speaking, reading and writing are developed in order.
- Little or no grammatical explanation is provided; grammar is taught inductively.
- There is abundant use of language laboratories, tapes and visual aids.
- Great an importance is given to precise native pronunciation.
- Great care is taken to prevent learners' error.(Allen 1977)

### **Techniques in Audio-lingual Method**

This method recommends the teacher to use visual aids like screen, smart board, computer....etc. Because the teacher needs to show the pupils different things as the warm up of lessons such as: animated cartoons, songs, short stories to draw the learner's attention to understand and practice the target language.

### **2.6.3 Suggestopedia Method**

The main Objectives are based on the provision of a relaxed and comfortable learning environment and use soft baroque music to help to increase blood pressure.(Musaad,2017)

#### **Techniques in Suggestopedia Method**

The teacher assumes a role of complete authority and control in the class.

The teacher assumes a new role and names in the target language in order to be more suggestible. Baroque music is being played softly to increase mental relaxation and potential to take in and retain new material during the lesson.

### **2.6.4 Total Physical Response**

**James Asher** defines the total physical Response (TPR) method that combines information skill through the use of the kinesthetic sensory system. This combination of skills allows the learners to assimilate information and skills at rapid rate. As result this success leads to high degree of motivation. This method based on:

- Understanding the spoken language before developing the skill of speaking.
- The learners are not force to speak and let them to try when they feel more comfortable and confident. This method is good for practice dialogue inside the classroom. There are some techniques for pupils to follow.

#### **Techniques:**

- 1- The teacher says the commands as himself performs the action.
- 2- The teacher says the commands as both the teacher and pupil perform the action.
- 3- The teacher says the command but only the pupils perform the action.
- 4- The teacher tells one learner at time to do commands.
- 5- The role of the teacher and pupils are reversed the learner give commands to the teacher and other pupil.(Musaad 2017)



## **2.6.5 Communicative Language Teaching (CLT).**

The goal of this method to enable the pupils to communicate in the target language, because the learners need to know many different communicative forms can be used to perform function.

### **Techniques in (CLT)**

The teacher facilitate the communication in the classroom by exchange some ideas, or interact with the pupils in their activities and divide them into pairs, small groups or whole group.(Lewis,M1997)

#### **2.6.5.1 Interaction:**

The teacher may present some activities in the classroom but he does not always interact with the pupils, they are interacting with each other, it will be very interesting to work together.

The pupils are given an opportunity to express their feelings and share their ideas with each other's.

#### **2.6.5.2 Activities of Communicative Language Teaching**

Its concern about language games inside the classroom must use frequently in (CLT)because the pupils find them enjoyable, if they are properly designed. They give the pupils valuable communicative practice. **There are some examples for these games:**

-The teacher chooses one of the pupils than asks him /her to describe somebody else in the classroom without tells his or her name and others try to guess who is he or she, this kind of game helps the pupils to imagine and communicate with each other's at the same time .

-The teacher can bring some pictures of different things and lets the pupils to take the pictures which they want to talk about.

-The teacher may tell the pupils lovely story which make them more interesting and discuss about the characters and events in the story later.

-The teacher organizes the computation for who is the best speaker in the classroom.

- Role plays are very important in CLT because the learners are given opportunity to practice speaking skill in different social roles. **For example:**

One the pupils may play a role of waiter in a restaurant and otherpupil may order the food and drink.

**Interview:** interview can be used for pair work.**For example:** one of the learners pretends to be well known politician or minister and other learners pretend to be journalists and the teacher role helps them without more interference.

### **2.6.5.3 Advantages and Disadvantages of CLT**

#### **Advantages**

It increases the teacher-learner's relationship and interactive learning.

It provides the opportunity for the pupils to be aware of their abilities and

Chance to learn the target language in an enjoyable way.

#### **Disadvantages**

The requirements are difficult. Not all the pupils allow for group work, activities.

The teacher should prepare the syllabus which interests the learners and take into account; the teacher's time is limited.(Pollack,1982)

### **2.6.6 Learner – Centered Approach**

Learner centered teaching means the learners are at the Centre of learning. The learners assume the responsibility for learning while the teacher is responsible for facilitating the learning thus, the power in the classroom shift to the pupils.

In learner-centered teaching focus on improve the pupil's abilities in learning language rather than transmission of information.

### **2.6.6.1 Characteristic of Learner-Centered Teaching**

1. Learner-centered teaching engages the learners in hard, messy work of learning. The learner cannot develop the language skills without given them chance to practice their oral activities; most teachers get more practice than the pupils.

2. learner-centered teaching includes explicit skill instruction.

Learner-centered teachers teach pupils how to think, solve the problems, evaluate evidence and do everything automatically.

3. learner-centered teaching encourages the learners to reflect on what they are learning and how they are learning it. The goal is to make the pupil's aware of themselves as learners and to make learning skill something wants to develop.(Musaad 2017)

4. Learner -reentered teaching motivates the learners by giving them some control over the learning process. The teacher gives the learners opportunities to take the decision about to some skills especially speaking skill which can give them chance to choose their topic to speak about.

5. learner-centered teaching encourages collaboration:

Learner-centered teachers recognize that the pupils can learn from and with each other certainly the teacher has to obligate the learners to work together in group. The learner centered will help the pupils to do different things teacher can make them draw their houses than discuss about their families, also they can sing song together or play games by using pictures of animals,fruits,vegetables, furniture and colors.

6. Technologies tools are more available for teachers to draw the pupil's attention in the classroom to show them some videos by using computers or screens.

### **2.6.7 Effects of Technology on the Classroom and Learners**

- 1-Change teacher and learners roles.
- 2- Increased motivation and self-esteem
- 3-Technical skills
- 4- Accomplishment of more activities in time.
- 5-Increased use of outside resources.
- 6-Improved design skills or activities.
- 7-Attractive works for learners.

The teachers and pupils are sometimes surprised at the level of technology based accomplishment displayed by pupils who have shown much less initiative or facility with more sense of accomplishment and power gained in working with technology.

Marwa. M (2016, p7)

### **2.6.8 Technical skill**

Pupils even at the basic school are able to acquire an impressive level of skill with a broad range of computer software. Although the specific software tools in use will likely change before these pupils enter the world of work, the pupils acquire basic understanding of various classes of computer tools, behave and confidence about being able to learn how to use new tools that will support their learning of new software application.

Marwa.M(2016,p8)

## **2.7 Previous Studies Related to the Recent Topic**

Many researchers have been discussing and investigating about the role of speaking skill at secondary and basic schools. The following researches are relevantly discussing the same topic of the current study with different points of view.

**Study One:** by **Mohamed. R. A. (2011)** conducted a research entitled (Definition of speaking skill in English language at secondary Schools).

These studies have been conducted in order to investigate exploring the best techniques for developing speaking skill in teaching English language at the basic school and this research includes these techniques which will help the teachers to improve the learners abilities' in speaking of English ,the study aims to investigate the role of multimedia and teaching to collect methods and how to develop speaking skill. But found out that:

One of the reasons of learners' problems in speaking skill is lack of language labs. Teachers concentrate more on building up grammatical rules than communicative activities. Listening and speaking skill are neglected by teachers and students are not encouraged to practice language through play roles.

**Study Two:by Fidel. R. S. (2010)**A research entitled (strategies for developing oral communication in secondary school) he used questionnaire and listening test to collected data. He found that:

Teachers don't use recommended strategies when they teach English speaking skill The result of the training students on certain applicable speaking strategies should remarkable progress. Students should be though how to train themselves on using effective speaking skill. Teachers should use recommended speaking skill, because they are Skelton of language.

This research by Mohamed.R. A.(2011) is the same of area of speaking skills but different between the two studies in sample, but the study of Mohamed R.A. selects the sample from secondary school while the current study from basic school, as the current study takes in consideration effective techniques for developing students speaking skill.

# **CHAPTER THREE**

## **METHODOLOGY**

### **3.0 Introduction**

This chapter is designed to describe the methodology used to find out English teaching techniques for developing Students' speaking skill at the Basic Schools Level. The researcher adopted the descriptive analytical method. This chapter includes: method, the population and sample of the study, responses to the questionnaire, analysis of questionnaire, statistical validity and reliability of the study.

### **3.1 Method**

This chapter presents the methodology used to conduct this study, it describes the tool used for data collection, questionnaires have distributed to the teachers of English language. Questionnaire was consisted three parts. Part one was designed to elicit information about teachers of English unaware of using effective techniques to improve students' speaking skill. Part two was prepared for the elicitation of Basic Schools' syllabus does not sufficiently cover the area of speaking skill. Part three was designed to gathering information about the reasons for the Student' poor in speaking skill can be related to the teachers of English language.

### **3.2 Population and Sampling of the study**

The population used in this study is drawn of some teachers of English language at Basic Schools level.

### **3.3 Procedures of Data Collection**

Questionnaires have been distributed to a sample of teachers of English language, about thirty teachers from different Basic Schools respectively, were selected randomly to elicit their information which is relevant to the research topic.

### **3.4 Responses to the Questionnaire**

The responses to the questionnaire of the 30 teachers were tabulated and computed. The following is an analytical interpretation and discussion of the findings regarding different points related to the objectives and hypotheses of the study.

Each item in the questionnaire will be analyzed statistically and discussed. The following tables will support the discussion.

### **3.5 Analysis of the Questionnaire**

The researcher distributed the questionnaire on determined study sample (30), and constructed the required tables for collected data. This step consists transformation of the qualitative (nominal) variables (strongly disagree, disagree, Undetermined, agree, and strongly agree) to quantitative variables (1, 2, 3, 4, 5) respectively, also the graphical representations were used for this purpose.

### **3.6 Statistical Reliability and Validity**

Reliability refers to the reliability of any test, to obtaining the same results if the same measurement is used more than one time under the same conditions. In addition, the reliability means when a certain test was applied on a number of individuals and the marks of every one were counted; then the same test applied another time on the same group and the same marks were obtained; then we can describe this test as reliable. In addition, reliability is defined as the degree of the accuracy of the data that the test measures. Here are some of the most used methods for calculating the reliability

Alpha-Cronbach coefficient

On the other hand, validity also is a measure used to identify the validity degree among the respondents according to their answers on certain criterion. The validity is counted by a number of methods, among them is the validity using the square root of the (reliability coefficient). The value of the reliability and the validity lies in the range between (0-1). The validity of the questionnaire is that tool should measure the exact aim, which it has been designed for.

In this study the validity calculated by using the following equation:

$$\text{Validity} = \sqrt{\text{Reliability}}$$

The reliability coefficient was calculated for the measurement, which was used in the questionnaire using Alpha-Cronbach coefficient Equation as the following:

For calculating the validity and the reliability of the questionnaire from the above equation, the researcher distributed (15) questionnaires to respondents to calculate the reliability coefficient using the Alpha-Cronbach coefficient; the results have been showed in the following table.

#### **Reliability Statistics**

<b>Cornbrash's Alpha</b>	<b>N of Items</b>
<b>0.85</b>	<b>15</b>



## CHAPTER FOUR

### DATA ANALYSIS, RESULTS AND DISCUSSIONS

#### 4.0 Introduction

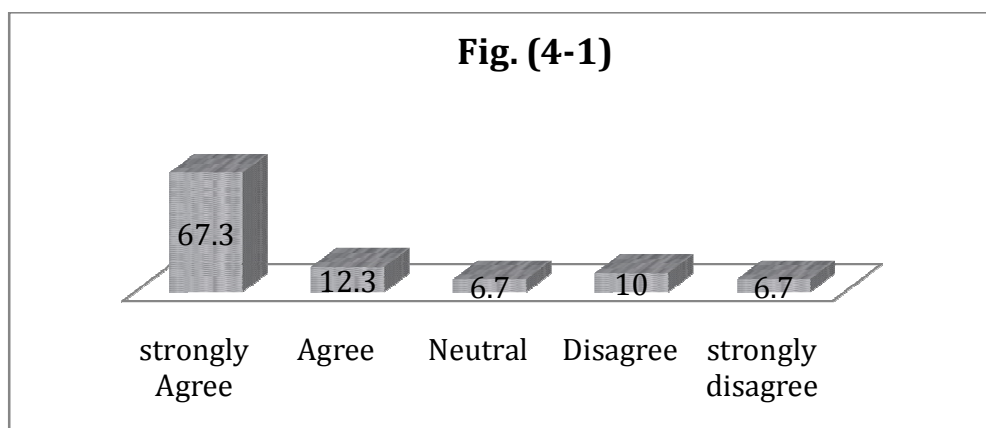
This chapter is devoted to the analysis, evaluation, and interpretation of the data collected through the questionnaire which was given to 30 respondents who represent the teachers at basic schools level.

**Hypothesis (1): teachers of English at Basic Schools are unable to use effective techniques to improve Speaking Skill**

**StatementNo. (4.1):** the majority of English language teachers do not use direct approach which concentrates on oral activities.

**Table No (4.1) The Frequency Distribution for the Respondents' Answers of statement No.(1)**

Valid	Frequency	Percent
Strongly agree	22	67.7
Agree	3	12.3
Neutral	2	6.7
Disagree	3	10.0
strongly disagree	1	6.7
Total	30	100.0

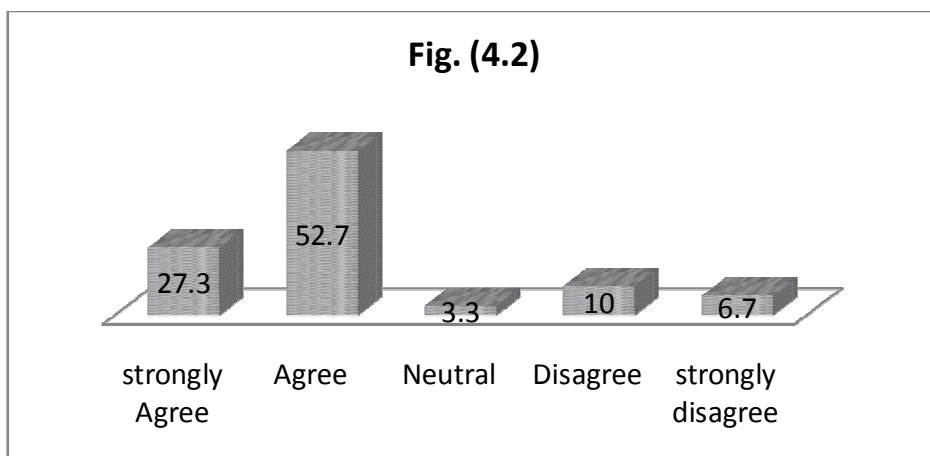


From the above table No.(4.1 ) and figure No (4.1 ) It is clear that there are (22) respondents in the study's sample with percentage (67.7%) strongly agreed with "the majority of English language teachers do not use direct approach which concentrates on oral activities. There are (3) respondents with percentage (12.3%) agreed with that and (2) respondents with percentage (6.7%) were not sure that and (3) respondents with percentage (10.0%) disagreed. And (1) respondent with 3.30% are strongly disagree.

**Statement No. (4.2):** most English language teachers do not use conversation to develop speaking skill

**Table No (4.2) The Frequency Distribution for the Respondents' Answers of statement No (2)**

Valid	Frequency	Percent
Strongly agree	9	27.7
agree	15	52.3
Neutral	1	3.3
disagree	3	10.0
strongly disagree	2	6.7
Total	30	100.0

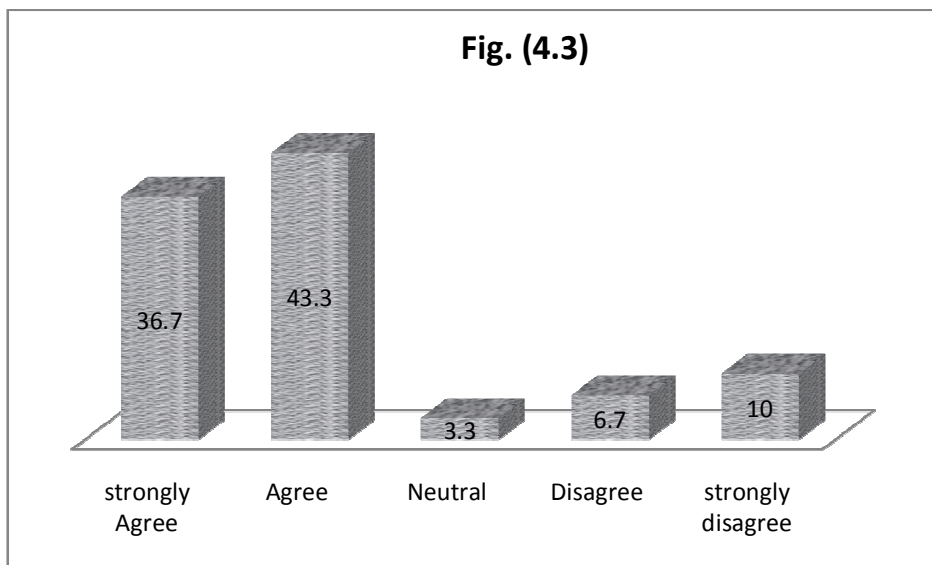


From the above table No.(4.2) and figure No ( 4.2) It is clear that there are (9) respondents in the study's sample with percentage (27.7%) strongly agreed with "most English language teachers do not use conversation to develop speaking skill. There are (15) respondents with percentage (52.3%) agreed with that, and (1) respondent with percentage (3.3%) were not sure that, and (3) respondents with percentage (10.0%) disagreed. And (2) respondents with 6.7% are strongly disagree.

**Statement No (4.3 ):**most English language teachers do not use visual aids to motivate students to speak

**Table No (4.3)The Frequency Distribution for the Respondents' Answers of statement No.(3 )**

Valid	Frequency	Percent
Strongly agree	11	36.7
agree	13	43.3
Neutral	1	3.3
disagree	2	6.7
strongly disagree	3	10.0
Total	30	100.0

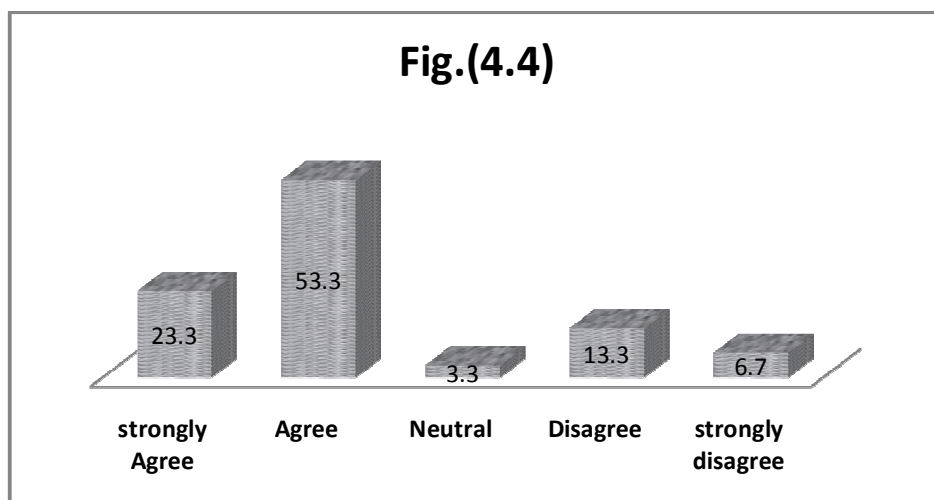


From the above table No (4.3) and figure No (4.3) It is clear that there are (11) respondents in the study's sample with percentage (36.7%) strongly agreed with most English language teachers do not use visual aids to motivate students to speak. There are (13) respondents with percentage (43.3%) agreed with that, and (1) respondent with percentage (3.3%) were not sure that, and (2) respondents with percentage (6.7%) disagreed. And (3) respondents with 10.0% are strongly disagree.

**Statement No(4.4):** most English language teachers do not use kinesthetic activities as dialogue.

**Table No (4.4) The Frequency Distribution for the Respondents' Answers of statement No.(4)**

Valid	Frequency	Percent
Strongly agree	7	23.3
agree	16	53.3
Neutral	1	3.3
disagree	4	13.3
strongly disagree	2	6.7
Total	30	100.0

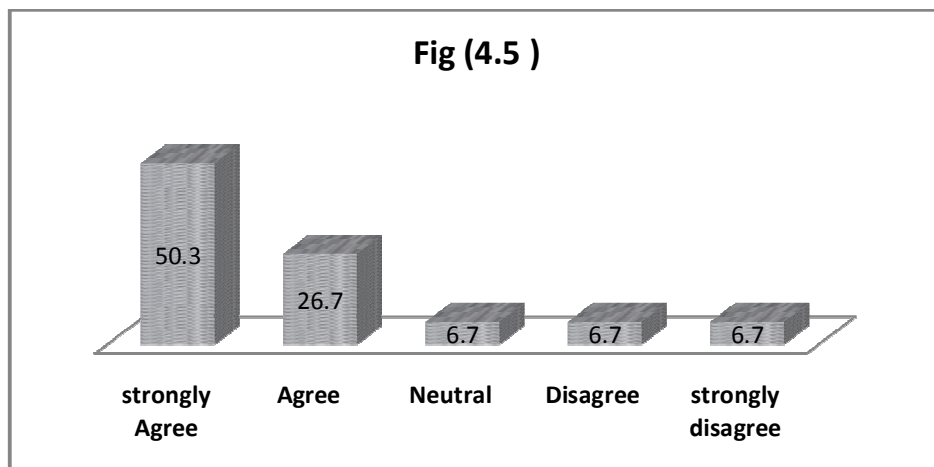


From the above table No (4.4 ) and figure No (4.4 ) It is clear that there are (7) respondents in the study's sample with percentage (23.3%) strongly agreed with "most English language teachers do not use kinesthetic activities as dialogue. There are (16) respondents with percentage (53.3%) agreed with that and (1) respondent with percentage (3.3%) were not sure that and (4) respondents with percentage (13.3%) disagreed. And (2) respondents with 6.7% are strongly disagree.

**Statement No(4.5):** most English language teachers do not use communicative methods to enable the pupils to interact in the target language

**Table No (4.5) The Frequency Distribution for the Respondents' Answers of statement No.(5 )**

Valid	Frequency	Percent
Strongly agree	15	50.0
agree	8	26.7
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0



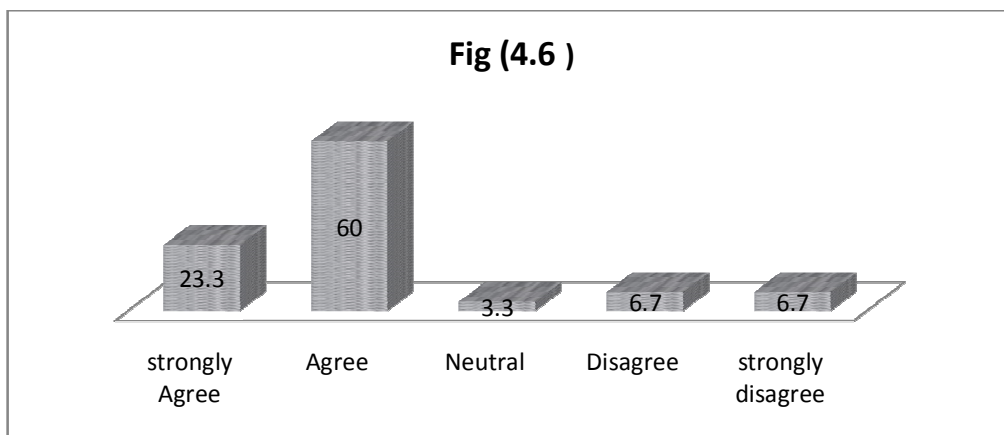
From the above table No (4.5) and figure No (4.5) It is clear that there are (15) respondents in the study's sample with percentage (50.0%) strongly agreed with "most English language teachers do not use communicative methods to enable the pupils interact in the target language. There are (8) respondents with percentage (26.7%) agreed with that and (2) respondents with percentage (6.7%) were not sure that and (2) respondents with percentage (6.7%) disagreed. And (2) respondents with 6.7% are strongly disagree.

**Hypothesis (2): Basic Schools’ syllabus does not sufficiently cover the area of speaking skill**

**Statement No(4.6):** the Basic Schools syllabus does not provide specific techniques for teaching speaking skill

**Table No (4.6)The Frequency Distribution for the Respondents’ Answers of statement No.(6)**

Valid	Frequency	Percent
Strongly agree	7	23.3
agree	18	60.0
Neutral	1	3.3
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0

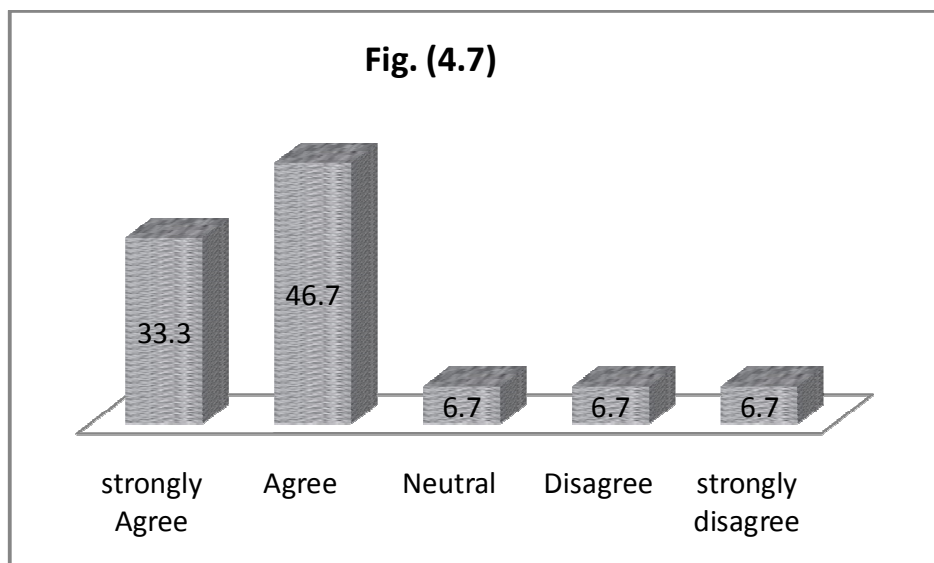


From the above table No (4.6) and figure No (4.6) it is clear that there are (7) Respondents in the study's sample with percentage (23.3%) strongly agreed with the Basic Schools syllabus does not provide specific techniques for teaching speaking skill. There are (18) respondents with percentage (60.0%) agreed with that, and (1) respondent with percentage (3.3%) were not sure that, and (2) persons with percentage (6.7%) disagreed. And (2) respondents with 6.7% are strongly disagree.

**Statement No(4.7):** the time allocated for teaching speaking skill is limited

**Table No (4.7) The Frequency Distribution for the Respondents' Answers of statement No (7)**

Valid	Frequency	Percent
Strongly agree	10	33.3
agree	14	46.7
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0



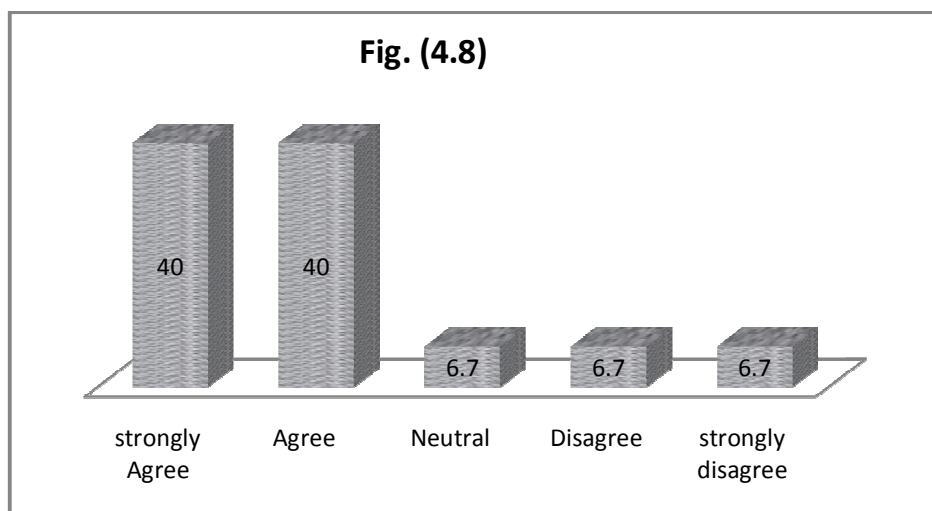
From the above table No (4.7) and figure No (4.7) it is clear that there are (10) respondents.

In the study's sample with percentage (33.3%) strongly agreed with "the time allocated for teaching speaking skill is limited" There are (14) persons with percentage (46.7%) agreed with that and (2) respondents with percentage (6.7%) were not sure that and (2) respondents with percentage (6.7%) disagreed. And (2) respondents with 6.7% are strongly disagree.

**Statement No(4.8):** most teacher of English language are not trained to undertake teaching of speaking skill.

**Table No (4.8) The Frequency Distribution for the Respondents' Answers of statement No (8)**

Valid	Frequency	Percent
Strongly agree	12	40.0
agree	12	40.0
Neutral	2	6.7
disagree	2	6.7
strongly disagree	2	6.7
Total	30	100.0



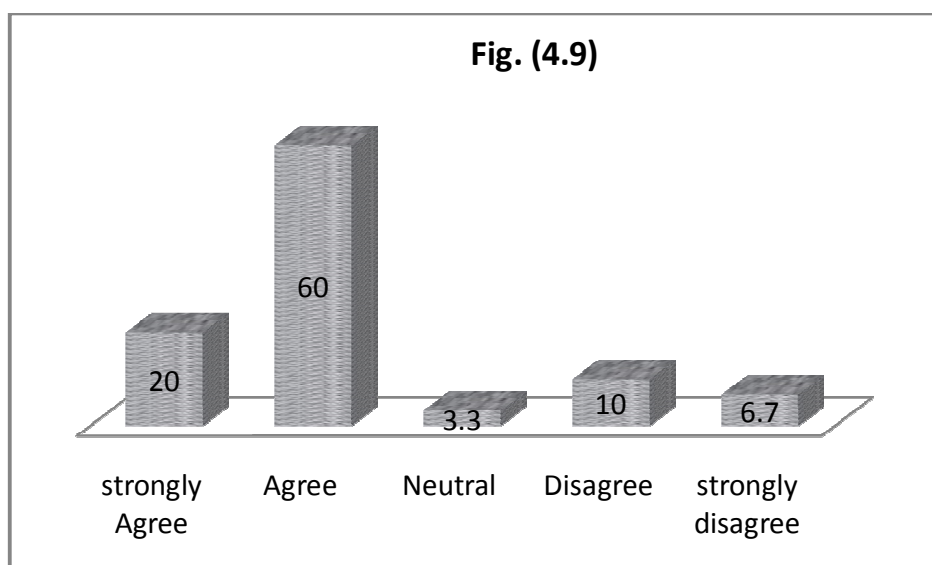


From the above table No (4.8) and figure No (4.8) it is clear that there are (12) Respondents in the study's sample with percentage (40.0%) strongly agreed with "most teachers of English language are not trained to undertake teaching of speaking skill. There are (12) persons with percentage (40.0%) agreed with that and (2) respondents with percentage (6.7%) were not sure that and (2) respondents with percentage (6.7%) disagreed. And (2) respondents with 6.7% are strongly disagree.

**Statement No(4.9):** Basic Schools' syllabus needs to be adopted to suit the pupils' need.

**Table No (4.9) The Frequency Distribution for the Respondents' Answers of statement No (9)**

	Frequency	Percent
Strongly agree	6	20.0
agree	18	60.0
Neutral	1	3.3
Valid disagree	3	10.0
strongly disagree	2	6.7
Total	30	100.0

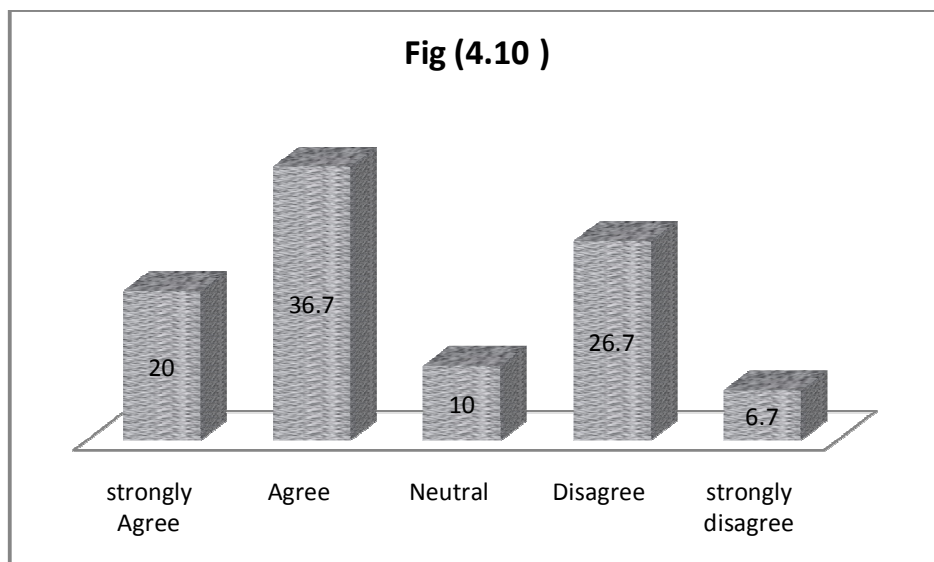


From the above table No (4.9) and figure No (4.9) it is clear that there are (6) respondents in the study's sample with percentage (20.0%) strongly agreed with Basic Schools' syllabus needs to be adopted to suit the pupils' need. There are (18) respondents with percentage (60.0%) agreed with that and (1) respondent with percentage (3.3%) were not sure that and (3) respondents with percentage (10.0%) disagreed. And (2) respondents with 6.7% are strongly disagree.

**for the Statement No (4.10) The Basic Schools' syllabus focuses only on reading and writing skill.**

**Table No (4.10) The Frequency Distribution Respondents' Answers of statement No (10)**

valid	Frequency	Percent
Strongly agree	6	20.0
agree	11	36.7
Neutral	3	10.0
disagree	8	26.7
strongly disagree	2	6.7
Total	30	100.0



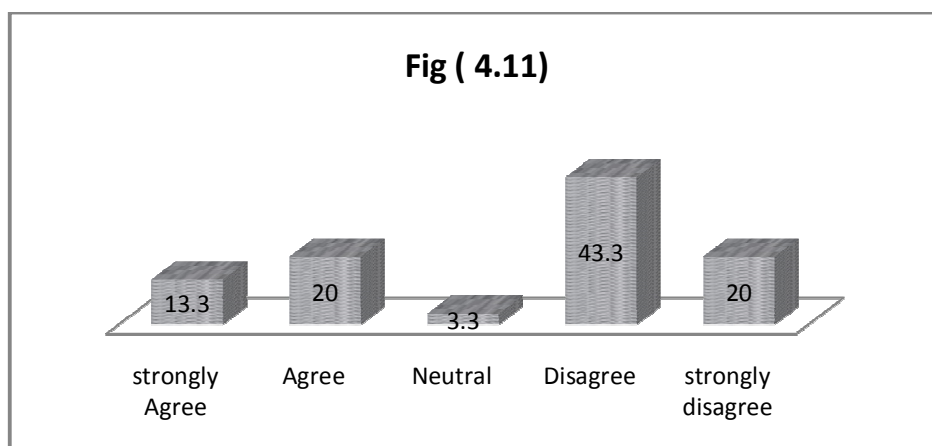
From the above table No (4.10) and figure No (4.10) it is clear that there are (6) Respondents in the study's sample with percentage (20.0%) strongly agreed with “Basic School syllabus focuses only on reading and writing skill”. There are (11) respondents with percentage (36.7%) agreed with that and (3) respondents with percentage (10.0%) were not sure that and (8) respondents with percentage (26.7%) disagreed. And (2) respondents with 6.7% are strongly disagree

**Hypothesis (3): there are the reasons for pupil’s poor performance can be related to the teachers of English**

**Statement No.(4.11 ):** teachers of English do not encourage the pupils to speak in front of their classmates

**Table No (4.11) The Frequency Distribution for the Respondents’ Answers of statement No (11)**

valid	Frequency	Percent
Strongly agree	4	13.3
agree	6	20.0
Neutral	1	3.3
disagree	13	43.3
strongly disagree	6	20.0
Total	30	100.0

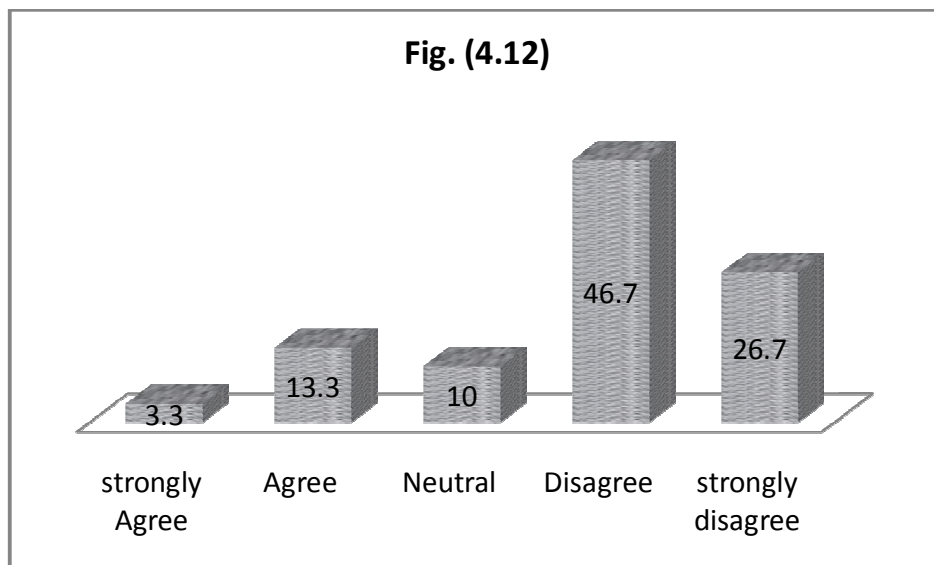


From the above table No (4.11) and figure No (4.11) it is clear that there are (4) respondents in the study's sample with percentage (13.3%) strongly agreed with "teachers of English do not encourage the pupils to speak in front of their classmates. There are (6) respondents with percentage (20.0%) agreed with that and (1) respondent with percentage (3.3%) were not sure that and (13) respondents with percentage (43.3%) disagreed. And (6) respondents (20.0%) are strongly disagree.

**Statement No(4.12):** some English languageteachers are not graduated from college of education

**Table No (4.12) The Frequency Distribution for the Respondents' Answers of statement No (12)**

Valid	Frequency	Percent
Strongly agree	1	3.3
agree	4	13.3
Neutral	3	10.0
disagree	14	46.7
strongly disagree	8	26.7
Total	30	100.0

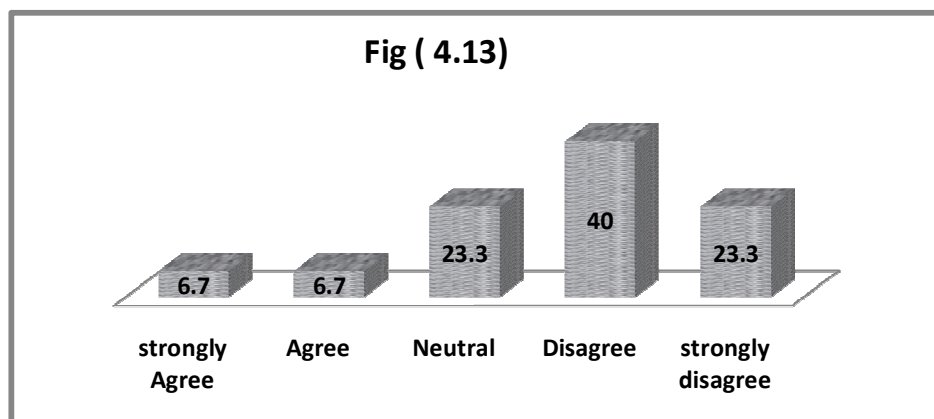


From the above table No (4.12) and figure No (4.12) it is clear that there is (1) Respondent in the study's sample with percentage (3.3%) strongly agreed with "some English language teachers are not graduated from college of education ". There are (4) respondents with percentage (13.3%) agreed with that and (3) respondents with percentage (10.0%) were not sure that and (14) respondents withpercentage (46.7%) disagreed. And (8) respondents with (26.7%) are strongly disagree.

**Statement No(4.13):** pupils feel shy to speak because teachers of English language do not give them more practice in speaking skill

**Table No (4.13).The Frequency Distribution for the Respondents' Answers of statement No (13)**

Valid	Frequency	Percent
Strongly agree	2	6.7
agree	2	6.7
Neutral	7	23.3
disagree	12	40.0
strongly disagree	7	23.3
Total	30	100.0

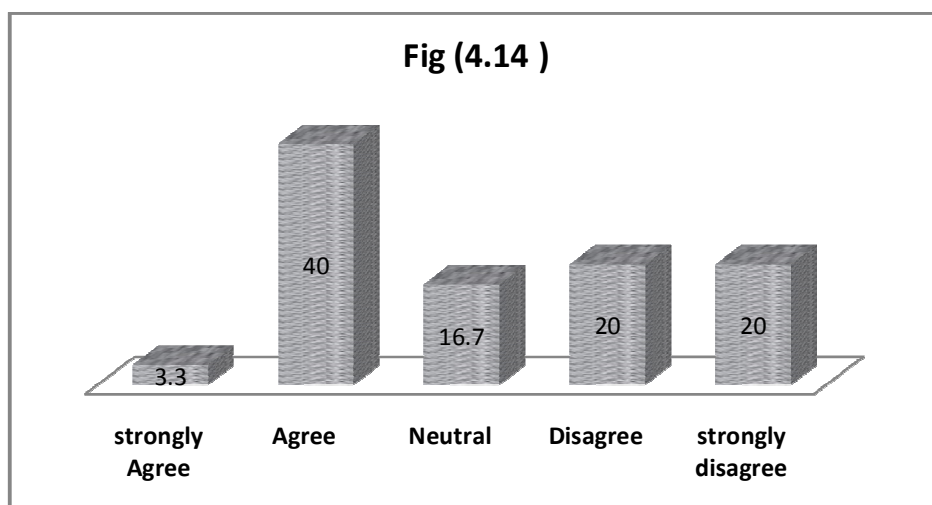


From the above table No (4.13) and figure No (4.13) it is clear that there are (2) Respondents in the study's sample with percentage (6.7%) strongly agreed with "pupils feel shy to speak because teachers of English language do not give them more practice in speaking skill ". There are (2) respondents with percentage (6.7%) agreed with that and (7) respondents with percentage (23.3%) were not sure that and (12) respondents with percentage (40.0%) disagreed. And (7) respondents with 23.3% are strongly disagree.

**Statement No(4.14):** pupils fell shy to speak because teachers of English language do not give them more practice in speaking skill

**Table No (4.14) The Frequency Distribution for the Respondents' Answers of statement No.(14 )**

Valid	Frequency	Percent
Strongly agree	1	3.3
agree	12	40.0
Neutral	5	16.7
disagree	6	20.0
strongly disagree	6	20.0
Total	30	100.0

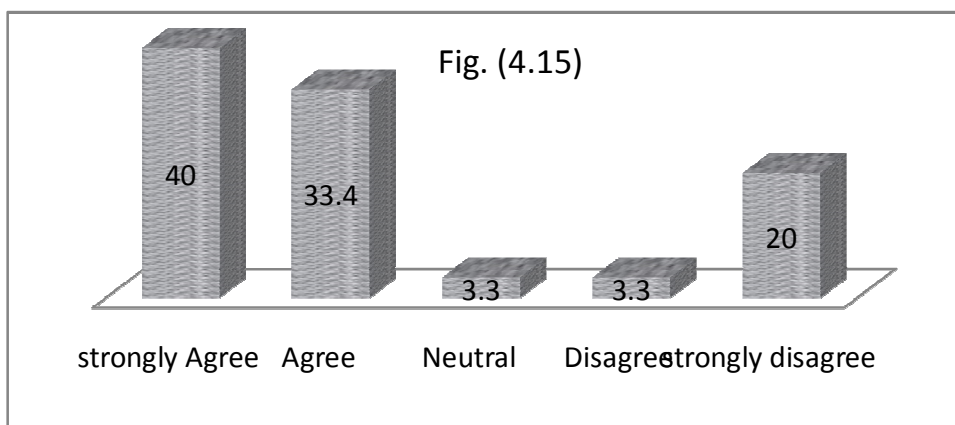


From the above table No (4.14) and figure No (4.14) it is clear that there is (1) Respondent in the study's sample with percentage (3.3%) strongly agreed with "pupils fell shy to speak because teachers of English language do not give them more practice in speaking skill ". There are (12) respondents with percentage (40.0%) agreed with that and (5) respondents with percentage (16.7%) were not sure that and (6) respondents with percentage (20.0%) disagreed. And (6) respondents with (20.0%) strongly disagree.

**Statement No.(4.15):**English language teachers do not choose interesting topic to encourage the pupils to speak

**Table No (4.15 )The Frequency Distribution for the Respondents’ Answers of statement No.(15 )**

Valid	Frequency	Percent
Strongly agree	12	40
agree	10	33.4
Neutral	1	3.3
disagree	1	3.3
strongly disagree	6	20.0
Total	30	100.0



From the above table No (4.15) and figure No (4.15) it is clear that there are (12) Respondents in the study's sample with percentage (40.0%) strongly agreed with "English language teachers do not choose interesting topics to encourage the pupils to speak ". There are (10) respondents with percentage (33.4%) agreed with that and (1) respondent with percentage (3.3) were not sure that and (1) respondent with percentage (3.3%) disagreed. And (6) respondents with (20.0%) are strongly disagree.

**Hypothesis (1): Teachers of English at Basic Schools are unable to use effective techniques to improve speaking skill**

**Table No.(4.1 ) Chi-Square Test Results for Respondents' Answers of the Questions of the hypothesis (1)**

Nom	Statement	mean	SD	Chi square	p-value
1	The majority of English language teachers do not use direct approach which concentrates on oral activities	2.4	1.9	12	0.00
2	Most English language teachers do not use conversations to develop speaking skill	2.5	2.6	17	0.00
3	Most English language teachers do not use visual aids to motivate students to speak	2.4	2.4	13	
4	Most English language teachers do not use kinesthetic activities as dialogue	3	0.8	25	0.03
5	Most English language teachers do not use communicative methods to enable the pupils interact in the target languages.	2.9	1.6	20	0.00

Source: The researcher from applied study, SPSS 24



The calculated value of chi-square for the significance of the differences for the respondents' answers from question No (1) to (15) which are greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "the majority of English language teachers do not use direct approach where the mother tongue is never used.

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (2) was (17) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "most English language teachers do not use conversations to develop speaking skill.

The calculated value of chi-square for the significance of the differences for the respondents' answers from question (3) to (13) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "most English language teachers do not use oral materials to motivate students to speak

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (25) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support

the respondent who agreed with the statement “most English language teachers do not use kinesthetic activities as dialogue which the learners to speak well

The calculated value of chi-square for the significance of the differences for the respondents’ answers in question No (5) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “most English language teachers do not use communicative methods to enable the pupils to in the target language .

**According to the previous result we can say that the first hypothesis of our study is accepted.**

**Hypothesis (2): Basic Schools’ syllabus does not sufficiently cover the area of speaking skill**

**Table No.(4.2) Chi-Square Test Results for Respondents’ Answers of the Questions of the hypothesis (2)**

Nom.	Statement	mean	SD	Chi square	p-value
1	the basic schools syllabus does not provide specific techniques for teaching speaking skill	2.5	1.4	17	0.00
2	the time allocated for teaching speaking skill is limited	2.7	2.6	15	0.00
3	most teacher of English language are not trained to undertake teaching of speaking skills	2.8	0.8	20	0.001
4	Basic Schools’ syllabus need to be adopted to suit the pupils’ need	2.5	0.7	21	0.008
5	Basic Schools’ syllabus focuses only on reading and writing skill.	3.5	2.7	21	

The calculated value of chi-square for the significance of the differences for the respondents' answers from question No (1) to (17) which are greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Basic Schools' syllabus does not provide specific techniques for teaching speaking skill

The calculated value of chi-square for the significance of the differences for the respondents' answers from question No (2) to (15) which are greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "he time allocated for teaching speaking skills is limited

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (3) was (20) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "most teacher of English language are not trained to undertake teaching of speaking skills

The calculated value of chi-square for the significance of the differences for the respondents' answers in question No (4) was (21) which is greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support

the respondent who agreed with the statement “Basic Schools’ syllabus need to be adopted to suit the pupils need

The calculated value of chi-square for the significance of the differences for the respondents’ answers from question No (5) to (21) which are greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement “ Basic Schools’ syllabus focuses only on reading and writing skill.

- **According to the previous result we can say that the second hypothesis of our study is accepted**

**Hypothesis (3): there are the reasons for pupil’s poor performance can be related to the teachers of English**

**Table No.(4.3 ) Chi-Square Test Results for Respondents’ Answers of the Questions of the hypothesis(3)**

Nom.	Statement	mean	SD	Chi square	p-value
1	teachers of English do not encourage the pupils to speak in front of their classmates	2.9	3.5	24	0.00
2	some English language teachers do not graduated from college of education	2.5	2.7	33	0.00
3	pupils feel shy to speak because teachers of English language do not give them more practice in speaking skill	2.03	4.6	41	0.00
4	teachers of English language do not use different oral activities to improve the pupils’ speaking	2.8	1.4	22	0.00
5	English language teachers do not choose interesting topics to encourage the pupils to speak	2.2	2.4	21	0.00

The calculated value of chi-square for the significance of the differences for the respondents' answers from question No (1) to (24) which are greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "teachers of English do not encourage the pupils to speak in front of their classmates.

The calculated value of chi-square for the significance of the differences for the respondents' answers from question No (2) to (33) which are greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement ' pupils feel shy to speak because teachers of English language do not give them more practice in speaking skill

The calculated value of chi-square for the significance of the differences for the respondents' answers from question No (3) to (41) which are greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "pupils fell shy to speak because teachers of English language do not give them more practice in speaking skill.

The calculated value of chi-square for the significance of the differences for the respondents' answers from question No (4) to (22) which are greater than the tabulated value of chi-square at the degree of freedom (4) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support

the respondent who agreed with the statement English language teachers do not choose interesting topic to encourage the pupils to speak.

The calculated value of chi-square for the significance of the differences for the respondents' answers from question No (5) to (21) which are greater than the tabulated value of chi-square at the degree of freedom (5) and the significant value level (5%) which was (8.57). this indicates that, there are statistically significant differences at the level (5%) among the answers of the respondents, which support the respondent who agreed with the statement "Some English language teachers do not use different oral activities to improve the students skill.

**According to the previous results we can say that the third hypothesis of our study is accepted.**

## **CHAPTER FIVE**

### **MAIN FINDING, CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER STUDIES**

#### **5.0 Introduction**

This chapter contains summary of the previous chapter, in addition to the findings, recommendations, conclusion and suggestion for further studies.

#### **5.1.M.Findings**

1. Most teachers of English language don't use effective techniques to improve the students' speaking skill.
2. Most teachers of English language don't use visual materials to motivate the students to speak.
3. The majority of teachers of English language don't use direct approach which concentrates on oral activities.
4. Most teachers of English language don't use kinesthetic activities (dialogue)
5. Most teachers of English language don't use communicative method to enable the students interact in the target language.
6. Basic schools' syllabus doesn't sufficiently cover the area of speaking skill.
7. Basic schools' syllabus doesn't suit the students' needs.
8. Basic schools' syllabus focuses only on reading and writing skill.
9. Students feel shy to speak because teachers don't encourage them to practice speaking skill.
10. Students are afraid of making mistakes when they speak in English in the classroom.
11. The teachers don't choose an interesting topic to encourage the pupils to speak
12. The time allocated for teaching speaking skill is insufficient.

## **5.2 Conclusion**

Speaking skill is more important for developing the students' language, it helps teachers to identify the students' problems, and it encourages learners to practice English language. It helps the learners to be more effective and proficient learners

## **5.3 Recommendations**

Based on the above results, the researcher has come up with the following recommendations:

1. The teachers should pay more attention to the speaking skill.
2. The teachers should use visual aids to support teaching of speaking skill.
3. The teachers have to attend training course for teaching English language to improve their speaking skill.
4. The teachers should provide sufficient time for practice speaking skill to the learners.
5. The teachers have to use effective techniques for teaching speaking skill.
6. The teachers should help the learners to overcome their problems in speaking.
7. The schools' syllabus has to suit the learners' needs in speaking.

## **5.4 Suggestions for Further Studies**

- 1-Further studies should be conducted on the role of effective techniques in teaching speaking skill at basic schools.
- 2-Teachers of English language should be aware of teaching speaking skill.
- 3- The teachers have to encourage pupils to speak in front of the classmates.
- 4- The teachers have to choose interesting and simple topic to discuss with pupils.



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[WWW.Zaky media.com.skripsi](#) :Definition of Speaking Skill (Skrippendidkam).

## APPENDIX

### Questionnaire

DEAR TEACHERS:

This questionnaire is used as a tool to collect data for the **M. A.** Research in English Language (Applied Linguistics) entitled: Exploring English Teaching Techniques for Developing Students' Speaking Skill at Basic School level.

Please put a **Tick** (✓) for one of the appropriate options: strongly agree, agree, neutral, disagree and strongly disagree.

**Hypothesis one:** Teachers of English at Basic Schools are unaware of using effective techniques to improve speaking skill.

	Statements	Strongly Agree	Agree	Neutral	Disagree	Strongly Disagree
1	The majority of English language teachers don't use the direct approach which concentrates on oral activities.					
2	Most English language teachers do not use conversation to develop speaking skill.					
3	Most English language teachers do not use visual aids to motivate the pupils to speak.					
4	Most English language teachers do not use the kinesthetic activities as a dialogue					
5	Most of English language teachers do not use communicative method to enable the pupils interact in the target language.					

**Hypothesis Two: Basic Schools' syllabus does not sufficiently cover the area of Speaking Skill.**

	Statements	Strongly agree	Agree	Neutral	Disagree	Strongly Disagree
1	The Basic Schools' syllabus does not provide enough techniques for teaching speaking skill.					
2	The time allocated for teaching speaking skill is limited.					
3	Most teachers of English language are not trained to undertake teaching of speaking skill.					
4	Basic Schools' syllabus does not suit the pupils' needs.					
5	The Basic Schools' syllabus focuses only on reading and writing skill.					

**Hypothesis Three: the reasons for pupil's poor Speaking can be related to the teachers of English**

	Statement	Strongly Agree	Agree	Neutral	Disagree	Strongly disagree
1	Teachers of English language do not encourage pupils to speak in front of their classmates					
2	Most English language teachers are not graduated from Colleges of Education					
3	Pupils feel shy to speak because teachers of English language do not encourage them to practice speaking in English					
4	English language teachers do					

	not choose interesting topics to encourage pupils to speak.					
<b>5</b>	Most English language teachers do not use different oral activities to improve the pupils' speaking skill.					